DOCUMENT RESUME

ED 190 782 CE 026 135

AUTHOR Lydecker, Toni H.
TITLE Job Training and the Schools: A Community Guide to Vocational Education.
INSTITUTION National Urban Coalition, Washington, D.C.
SPONS AGENCY Department of Labor, Washington, D.C.
NOTE 34p.: Photographs will not reproduce well.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults: Adult Vocational Education: Communication (Thought Transfer): Community Involvement: Community Organizations: Cooperative Planning: Cooperative Programs: *Coordination: *Disadvantaged: *Educational Cooperation: Employment Programs: Financial Support: *Job Training: National Programs: Program Administration: School Community Programs: *School Community Relationship: Secondary Education: State Programs: Urban Population: Urban Youth: *Vocational Education
IDENTIFIERS Comprehensive Employment and Training Act

ABSTRACT

This guide for community-based organizations (CBOs) touches on some of the many opportunities for worthwhile collaboration between CBOs and the schools. It suggests several strategies CBOs can use to (1) increase the access of disadvantaged youth and adults to vocational programs and (2) coordinate their own employment and training efforts with those of the schools. Chapter 1 discusses structure of vocational education programs and program categories. Funding and administration of state vocational and national programs are the focus of chapter 2. Chapter 3 concerns vocational education and the Comprehensive Employment and Training Act (CETA). Meshing CETA activities with those of public education systems is also discussed. The emphasis of chapter 4 is the importance of vocational education in preparing urban youth and adults for work. Chapter 5 discusses community involvement in the schools, including the role of advisory councils, coordination of CBO and neighborhood group employment activities with the schools, and involvement of private businesses. Twelve guidelines for improving communication and coordination with the schools at the national, state, and community levels are then presented. Appendixes include a table of vocational education appropriations for fiscal year 1980, list of state directors of vocational education, and an annotated list of resources. (YLB)

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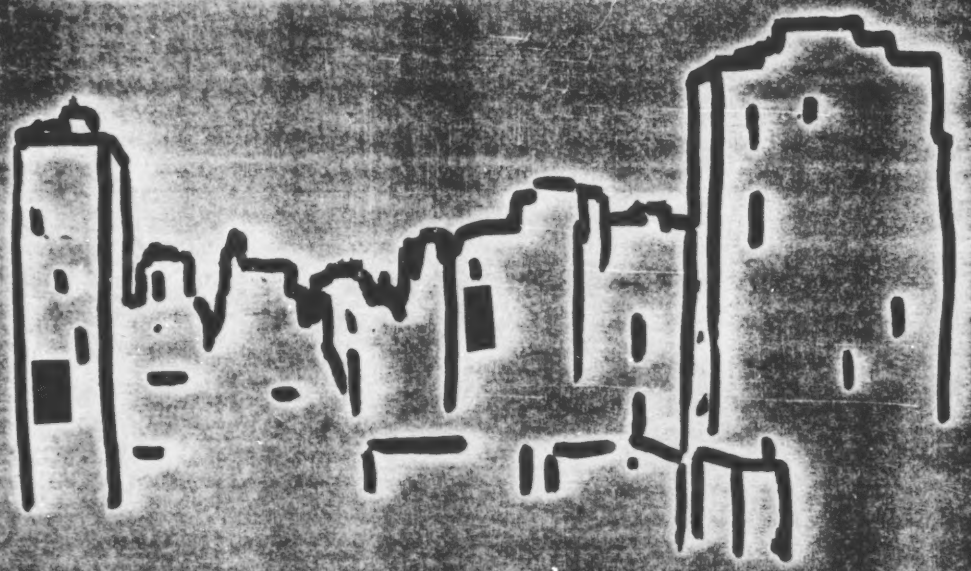
The National Urban Coalition

# Job Training and the Schools

## A COMMUNITY GUIDE TO VOCATIONAL EDUCATION



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The National Urban Coalition is an urban action, advocacy and information organization which brings together representatives of business, labor and minorities, mayors, and leaders of civic, community and religious organizations to improve the lives of urban residents and stabilize and revitalize central cities. The Coalition works through a network of local affiliates and cooperating organizations in more than thirty cities across the country. The Coalition's program and advocacy and urban information concentration includes urban policy impact analysis and training, employment/youth employment, urban education, housing and urban revitalization, economic and business development and health care and drug abuse.

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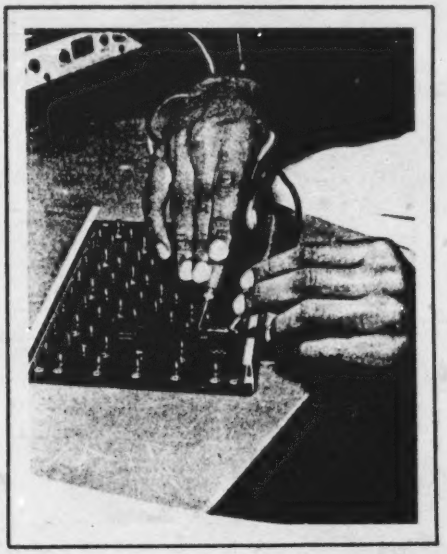

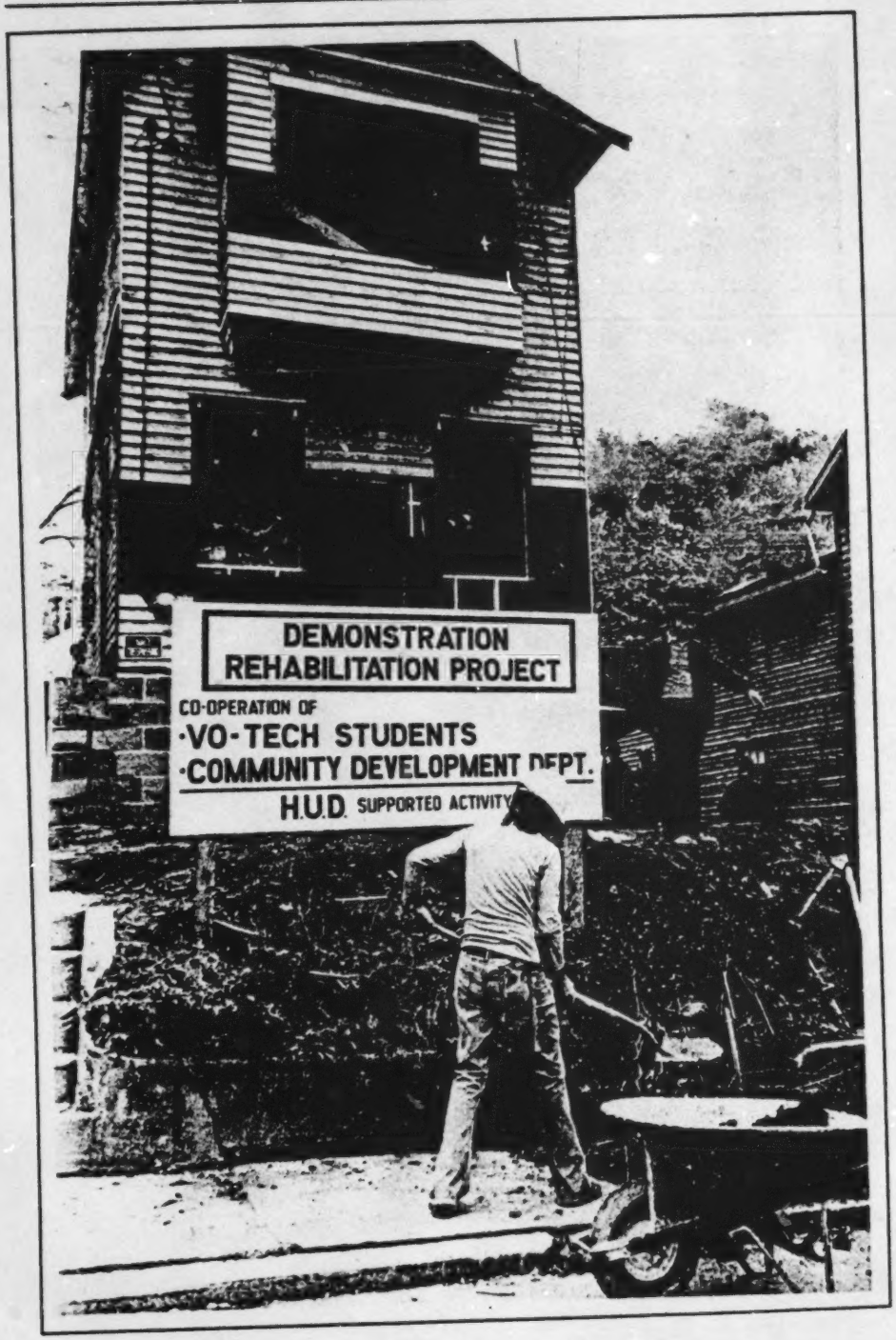
DEMONSTRATION
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## INTRODUCTION

The schools are a basic community resource in preparing people for work. In educational programs, many young people begin to master the job skills necessary to enter an occupation. Experienced workers often sign up for educational programs that will help them improve their work skills or enter a new occupation.

Vocational education is the major public school program devoted to work-related knowledge and skills. Usually, any member of the community who wants or needs job training can enroll in a vocational program. In addition, intensive services are available to economically disadvantaged youth and adults. Mandated by federal law, these special services are intended to provide disadvantaged people with high-quality employment and training opportunities.

The federal aid to disadvantaged people is extremely important to many communities. Although state and local vocational funds as a whole outmatch federal funds by nine to one, the ratio is only two to one for services to the disadvantaged.

*Job Training and the Schools* describes the fundamendal characteristics of vocational programs. It also discusses the growing ties of vocational education to the employment and training programs operated by the U.S. Department of Labor under the Comprehensive Employment and Training Act (CETA).

The need for expansion and improvement of vocational programs is especially great in cities. Less than 10 percent of the institutions offering vocational education are located in cities with populations of 500,000 or more, according to a study cited later in this publication.

With their commitment to improving the availability of jobs and training for urban minorities and disadvantaged people, community-based organizations (CBOs) and neighborhood groups have a stake in making sure that vocational education programs in urban areas are available and responsive to local needs. This guide touches on some of the many opportunities for worthwhile collaboration between CBOs and the schools. It also suggests several strategies CBOs can use to (1) increase the access of disadvantaged youth and adults to vocational programs and (2) coordinate their own employment and training efforts with those of the schools.

Business and industry have been involved in employment-related programs in the schools for many years. As the guide explains, industry representatives serve on craft committees that help vocational educators select job training equipment and techniques in current use by industry. Private sector employers also provide work experience and on-the-job training to students through cooperative education programs. Employers are also helping students learn more about careers through "adopt-a-school" or "business/school partnership" programs.

## 1. WHAT IS VOCATIONAL EDUCATION?

Vocational education programs offer career preparation in more than 150 occupational fields, including industrial, technical, health, agricultural, marketing and business occupations. Through vocational programs, students of both sexes learn consumer and homemaking skills.

Vocational guidance and counseling, an integral part of the program, helps students select educational p[illegible]ms and careers appropriate to their interests, aptitudes and levels of maturity.

Related instruction in the basic skills—reading, writing and math—is given in conjunction with many vocational programs, since proficiency in these skills is required by most employers. Those for whom English is a second language can receive special language instruction in conjunction with their vocational program.

### Structure of the Program

Secondary, postsecondary and adult vocational programs are offered in more than 7,500 public institutions throughout the country. The instructors for these programs usually have had direct experience in the occupations they are teaching. In fact, many are recruited directly from industry.

In a comprehensive high school, a student could participate in vocational programs along with other classes in the general education curriculum. Students attending an area vocational-technical school, on the other hand, might travel from several different high schools for the vocational part of their curriculum. Postsecondary and adult vocational programs are often taught in technical institutes, community colleges or junior colleges.

Although this publication focuses on vocational programs in public institutions, it is important to note that many private educational institutions also offer job training programs.

A rapidly growing program, vocational education's enrollments have tripled in the past ten years. Of the nation's approximately seventeen million vocational students, between six and seven million are enrolled in postsecondary and adult programs. As the drop in the birthrate causes a corresponding decline in secondary school enrollments, the emphasis on programs designed for older youth and adults will probably continue to grow.

Many vocational programs train people for entry-level jobs in an occupation or cluster of occupations. A person who wants to change occupations or whose job has become obsolete might enroll in a retraining program. Another person might enroll in a vocational program to upgrade his or her skills in order to move up the employment ladder. Often the programs for retraining or upgrading take place during evenings or on weekends so students can continue to work while learning.

A typical vocational program will include some classroom instruction, plus supervised skills training and practice in a simulated workplace. It is extremely important that the equipment and techniques being used in a school environment be equivalent technologically to those used currently in business and industry. Otherwise, the students will acquire obsolete skills that cannot be marketed.

In addition to teaching specific job skills, vocational programs try to teach good work habits and attitudes, such as punctuality and cooperation. Instruction in job search skills may also be part of a vocational program.

### Program Categories

Students can participate in several different types of work-related activities, including work experience, work/study, cooperative vocational education and career education programs.

A student participating in a *work experience program* gains some familiarity with the occupation without learning all the skills needed to work in it.

A student enrolled in a *work/study program* attends vocational classes about half of the time and works in a part-time job the rest of the time.

A student who has selected a *cooperative vocational education program* spends part of the time in the classroom with the vocational instructor and the rest in on-the-job training with a private employer. The school and the private employer sign a joint agreement for executing this type of vocational program.

Elementary and secondary students often enroll in *career education programs* or *career exploration programs*. These expose students to a variety of work alternatives, in conjunction with career counseling, without the necessity for the student to make a career decision or to pursue training specific to an occupation. Such programs are often carried out by vocational instructors or in vocational institutions. Strictly speaking, however, they are not vocational education programs, for career education is an activity meant to be carried out at all levels and in all sectors of the educational system.

Most vocational programs, particularly those in the public schools, require a substantial investment of time by the student because the training is combined with educational efforts aimed at the total development of the person. Some experimentation is going on, however, with short-term training linked to economic development.

For example, state vocational education personnel in Oklahoma, Mississippi, South Carolina and several other states are working with economic development officials and other community leaders to attract new businesses to communities by guaranteeing a local workforce trained to industry specifications. Operators of these "industry services programs" may gear curricula to an employer's particular needs, hold training sessions in a variety of community buildings, use industry employees as instructors and establish a mobile equipment pool for an entire state.

Although such programs might be criticized for centering a person's education on too narrow a base (i.e., the labor needs of a single employer), they are noteworthy for their flexibility in using many community resources to help people reach their employment goals and to create a healthier business climate for the community.

## 2. FUNDING AND ADMINISTRATION

State and local authorities make most of the decisions and spend most of the money for running vocational programs. During fiscal year 1980, the federal government is spending a little less than $800 million for vocational programs, compared to about nine times that amount being spent by the states and local communities.

State and local funds cover the day-to-day expenses of operating vocational programs. Federal funds, on the other hand, are used primarily for innovative programs, program planning and other activities intended to expand or improve vocational education. Though this publication focuses largely on federal legislation and funding, it is important to remember that most of the resources for vocational education are at the state and local levels.

The federal role in vocational education dates back to 1917, when the Smith-Hughes Act was passed. This legislation divided federal funds among vocational programs according to their subject matter (e.g., trade and industrial education, agricultural education). One of the main purposes of the act was to help satisfy the heightened need of business and industry for trained workers during World War I. This focus dominated federal policy for vocational education during the next half-century, until the Vocational Education Act of 1963 was passed.

The new legislation shifted federal priorities from fulfilling the labor demands of industry to serving the job training needs of individuals, particularly those facing economic and educational barriers to employment. In practical terms, this meant that the federal government allocated funds to specific groups in the population—such as the handicapped, the economically disadvantaged, and women—rather than splitting the funds among the various subject matter areas. The sole exception is consumer and homemaking education, which continues to receive a separate allocation under the 1963 act and subsequent amendments.

In the past, the federal agency responsible for administering vocational education programs was the Bureau of Occupational and Adult Education, U.S. Office of Education, Department of Health, Education and Welfare. Under the new Department of Education, an assistant secretary of vocational and adult education is in charge of the program.

Amended in 1968 and again in 1976, the vocational education legislation divides programs and funding allocations into two major categories: those for state vocational programs and those for national programs.

### State Programs

Funds for vocational education are administered by the state board of vocational education, which may be part of the state department of education or a separate agency.

The state boards distribute the federal funds to local education agencies, which can be any of several different institutions. Vocational programs can be administered as part of the city or county educational system or as a separate system entirely. Postsecondary institutions such as community colleges and technical institutes are also eligible for vocational education funds.

In addition to the federal funds, public educational institutions receive local funds raised through local taxes or levies. The state legislature usually provides additional support.

The overall purposes of the state grants are (1) to extend, improve and maintain vocational programs, (2) to develop new programs, (3) to develop programs to overcome sex stereotyping, and (4) to provide part-time employment for in-school youth.

The state boards must use 20 percent of the federal funds, matched with an equal amount of state and local funds, to provide (1) vocational education for disadvantaged people, (2) vocational education and related instruction for those with limited English speaking ability and (3) stipends for students with acute economic needs that cannot be met under the work/study program.

In distributing federal funds, the states are supposed to give priority to applicants located in economically depressed areas and to regions with high rates of unemployment. Also, priority is given to applicants that propose to start programs new to their geographical area, or ones that are designed to meet new and emerging labor market needs. The law requires the state boards to monitor the performance of the local education agencies in improving vocational education opportunities for women and to provide assistance when necessary.

The legislation subdivides the funds for state programs into four categories: basic grants, program improvement and supportive services, special programs for the disadvantaged, and consumer and homemaking education.

**Basic Grants.** The state boards can use basic grants for the following purposes:

1. Vocational education programs.
2. Work/study programs.
3. Cooperative education programs.
4. Energy education programs (includes programs for training people to enter the coal mining and solar energy fields).
5. Construction of area vocational-technical schools.
6. Support of state sex equity personnel.
7. Stipends for students with acute economic needs.
8. Placement services for program graduates.
9. Industrial arts programs.
10. Vocational education for women or men entering occupations dominated traditionally by members of the opposite sex.
11. Supportive services for women entering nontraditional occupations.
12. Daycare services for children whose parents are enrolled in secondary and postsecondary vocational education programs.
13. Vocational education for displaced homemakers and single heads of households who lack adequate job skills.
14. Residential vocational schools for youth ages 15-21, especially in large urban areas and isolated rural areas with a large concentration of youth who have left school or are unemployed.

Part of the basic grants must be used to conduct programs for displaced homemakers and to hire sex equity personnel. The other uses of the basic grants are not mandatory. To spend their grants on stipends for disadvantaged students, the state boards must certify that the funds cannot be obtained from other sources. As a result, the basic grants are used rarely for this purpose.

**Program Improvement and Supportive Services.** The federal funds for program improvement and supportive services can be used for:

1. Research programs. Includes pilot programs such as those designed to overcome sex stereotyping. Also includes the development of curriculum materials for new and emerging occupational fields, as well as research and development projects that demonstrate improved ways of linking the public and private sectors.
2. Exemplary and innovative programs that establish
   a. High-quality vocational education in cities with a high concentration of economically disadvantaged, unskilled and unemployed people.

b. Vocational education for those who live in sparsely populated rural areas or who are migrating from rural to urban areas.
c. Vocational education for people with limited English speaking abilities.
d. Cooperative arrangements between public education and manpower agencies.
e. Career education for elementary and secondary students.

3. Curriculum development programs for new and changing occupational fields, for persons with special needs and for overcoming sex bias.
4. Vocational guidance and counseling services (at least 20 percent of the funds in this category must be used for this purpose). Includes programs to improve guidance and counseling services, to train counselors in the changing work patterns of women, and to provide career counseling for offenders and people with limited English speaking ability. Also provides for vocational guidance and counseling resource centers.
5. Inservice and preservice programs to train or retrain vocational teachers in new and emerging occupations.
6. Programs designed to overcome sex bias and stereotyping.

**Special Programs for the Disadvantaged.** The state boards can use federal funds to pay all of the "excess costs" of vocational education for the disadvantaged, defined as "persons . . . who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs." Specific services for which the funds can be used include transportation, basic skills instruction, jobs for students who need earnings to continue their education and vocational resource centers for career guidance and counseling.

The vocational education legislation also provides full funding for special programs for the economically disadvantaged in areas with a high concentration of youth unemployment or a large number of school dropouts.

This program category often provides the seed money to start an innovative program for serving the disadvantaged, especially in cases where state and local matching funds are unavailable. The support for ongoing services to this group, however, is most often provided through the 20 percent set-aside of state program funds, which must be matched by the state board (see page 10).

**Consumer and Homemaking Education.** The federal funds for consumer and homemaking education can be used for instructional programs that:

1. Encourage the participation of both males and females in programs to prepare for combining the roles of homemakers and wage earners.
2. Promote the development of curriculum materials that deal with changing homemaking and career patterns for men and women.
3. Give greater consideration to economic, social and cultural conditions, especially in economically depressed areas.
4. Encourage outreach to the aged, young children, school-age parents, single parents and handicapped persons.

At least one-third of consumer and homemaking funds are to be used in areas that are economically depressed or have a high rate of unemployment. The federal share for the programs is 50 percent, except in economically depressed areas, where it is 90 percent.

## National Programs

In addition to the grants for state programs, the federal legislation provides for several national programs. These funds go directly to the program operators, which are usually large research firms or universities. For some demonstration projects (such as those for bilingual education), however, community-based organizations are eligible for funds.

The national programs include the following:

1. Vocational Education Data and Occupational Information Data Systems. Includes national data on vocational students (including race and sex), vocational programs, program completers and leavers, staff, facilities, and occupational supply and demand at all levels. Must be compatible with the data and information systems for CETA.
2. National Center for Research in Vocational Education. Located at Ohio State University in Columbus, Ohio. Conducts research and development on problems of national significance in vocational education and disseminates the results. Develops and provides information to facilitate national planning and policy development in vocational education.
3. Bilingual vocational education programs.
   Includes the following:
   a. Bilingual programs for those who have completed or left school and want to enter a postsecondary vocational program.

b. Bilingual programs for those already in the labor market who want additional training or retraining.
c. Training allowances for participants in bilingual programs (if funds cannot be obtained elsewhere, such as from CETA).
d. Training for bilingual instructors and for development of bilingual curriculum materials, methods and techniques.

4. Remodeling and renovation of vocational education facilities to make them accessible to people with handicaps.

## State Plans and Reports

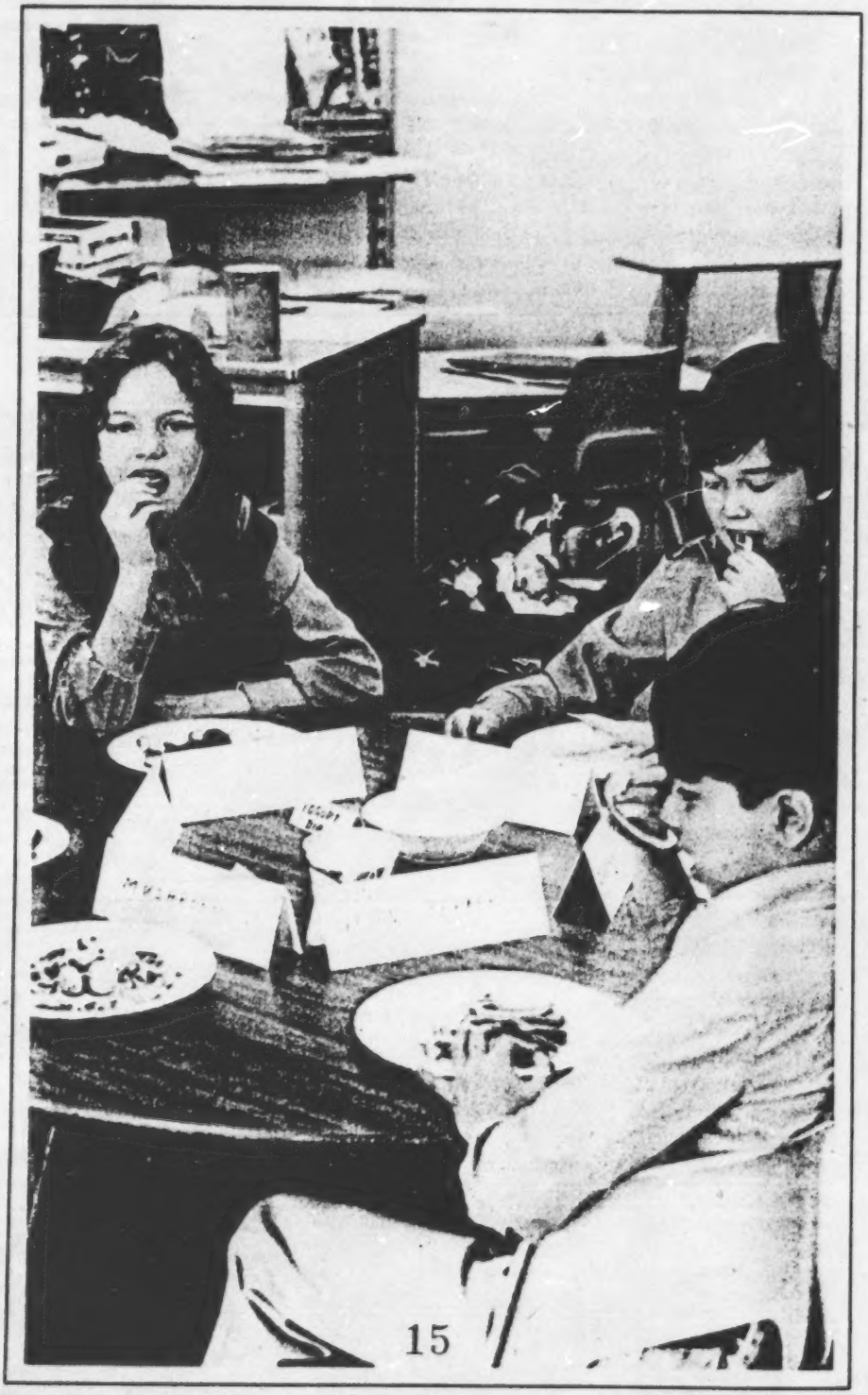
Every state board of vocational education must prepare a five-year plan, which assesses current and future needs for job skills within the state. It then describes how the state's vocational programs will meet labor market needs over the next five years. The plan covers vocational courses, projected enrollments, and the mix of resources that will be available at the state and local levels from different institutions and at different levels of the educational systems.

Each year the state board submits an annual report that (1) updates the five-year plan to reflect later or more accurate employment data, and (2) describes programs to be initiated or continued during the upcoming year, including the distribution of funds among eligible applicants.

At the end of each fiscal year, the state board must send the Department of Labor an accountability report that spells out how funds were spent. If they were used for different purposes than indicated in the five-year and annual plans, the report must explain why. The results of CETA/vocational education coordination efforts must also be documented in the accountability report.

The state board must hold public hearings to "permit all segments of the population to give their views on the goals which ought to be adopted" in the state plans before submitting them to the Department of Labor. If a member of the public offers a suggestion that is not adopted, the final plan must contain the suggestion and the reason for rejection.

The next round of five-year plans is due at the Department of Labor July 1, 1982. The state board submits the annual plan on June 1 each year and the accountability report in July of the following year.



## 3. VOCATIONAL EDUCATION AND CETA

During the early 1960s, when the U.S. Congress began to reorient vocational education programs to improve services to the economically disadvantaged, the handicapped, women and others with special needs, it also started a new breed of training and employment programs intended specifically for these groups.

Administered by the Department of Labor, these programs emphasize short-term training and public service jobs. They were authorized by the Manpower Demonstration and Training Act of 1962, which was replaced later by the Comprehensive Employment and Training Act (CETA) of 1973. Amended in 1978, CETA remains the nation's largest employment and training program.

CETA programs provide some of the same training and job readiness services as vocational education, but tailor these services to the needs of the special groups rather than to the entire population. Nonetheless, the vocational education and CETA systems have many goals and activities in common. A target group they share more than any other, perhaps, is youth who have dropped out of school or who are likely to drop out. Better cooperation between the two systems in providing training services to this group is needed urgently.

Vocational education often forms part of a CETA program by supplying the facilities, equipment, staff and other resources for training. The CETA amendments of 1978, in fact, set aside certain percentages of funds for vocational education purposes. Here are the most important provisions:

- 6 percent of job training funds under Title II (Parts A, B and C) are to be used for "supplemental vocational education assistance," i.e., training and other services provided by vocational education. These funds go to the governor, who allocates them to the state boards of vocational education. Eighty-five percent must be used for vocational education, but the remainder can be used for economic development, linkages with the prime sponsors, etc.
- 1 percent of training funds under Title II (Parts A, B, C and D) go to governors to pay for the establishment of links between the CETA prime sponsors (i.e., the state, city and county governments that administer the program) and educational institutions, as well as for vocational education services to clients.
- 4 percent of the funds for Title II (Parts A, B and C) go to each governor to provide statewide coordination of employment, training, education and related services through the prime sponsors, educational institutions and other program operators. The governor can administer the 1 percent and 4 percent set-asides through the state board of vocational education or the prime sponsors, or give direct grants to local education agencies.
- At least 22 percent of Title IV youth funds must be used for vocational programs for young people still in school. The funds are channelled through the prime sponsors to the local education agencies. In actual practice, considerably more than 22 percent of the funds are being spent for vocational education.

In addition to these special provisions, the 1978 CETA amendments place increased stress on coupling public service jobs with training so that clients will end up with marketable skills. The training may be provided by community-based organizations, educational institutions, or other public and private agencies.

**Meshing Programs**

It is clear that the schools have a vital role in CETA programs. But meshing CETA activities with those of public educational systems is not an easy matter.

For one thing, the two systems are quite different in their administrative arrangements. CETA is a relatively new program in which funds go directly from the Department of Labor to the prime sponsors, with few requirements for state and local governments to provide matching grants. Vocational education, on the other hand, is a long-established—and, many say, conservative—system in which federal funds administered by the U.S. Department of Education play a relatively minor role compared to the contributions at the state and local levels.

The two systems also have different planning and funding cycles. The school year runs from July through June, while CETA operates according to the federal fiscal year (October-September). This discrepancy causes problems in planning and carrying out joint programs.

Though these fundamental differences between the two systems lead to difficulties in coordinating efforts, links can be forged. In fact, many vocational education institutions are making adjustments in their schedules and modes of operation so they can better accommodate CETA clients. This often means lengthening school hours to include evenings and weekends, extending academic credit for work experience, and adopting "open entry-open exit" policies.

Some schools are reluctant to take such steps, however, believing their main business is to serve the entire community rather than one segment of it.

## 4. IMPORTANCE OF VOCATIONAL EDUCATION TO CITIES

Vocational education is an important way of preparing urban youth and adults for work. In many cases, a vocational graduate trained for a technical occupation can earn as much as or more than a college graduate. For many students, vocational education can be a stepping stone to further educational achievement—32 percent of all secondary vocational students enter postsecondary programs.

In addition, federally funded studies indicate that secondary vocational education students are more satisfied with their programs than many of their peers in general education, that they find employment more quickly and that they drop out less frequently than other students in the general education curriculum. With school dropout figures for minorities hovering around 40 percent in some cities, a program that creates this kind of results is not to be overlooked.

**Unrealized Potential**

At its best, then, vocational education can be a good opportunity for urban youth and adults. Unfortunately, this potential has not been realized in many cities, partly because vocational programs are distributed inequitably throughout the country. Some states serve 10 percent of their population through vocational programs, while others serve only 2 percent. Also, a 1978 survey conducted by Westat, Inc. found that only 9.3 percent of all secondary institutions with five or more vocational programs are located in central cities with populations of 500,000 or more. Only 8.1 percent of the institutions offering postsecondary vocational programs are in these cities. In contrast, 22.8 percent of the population live in the central cities.

Another problem is that advocates for minorities and disadvantaged people, in many cases, are not pushing for expanded or improved vocational education in cities. They say the public schools, in general, are insensitive to the needs of disadvantaged youth, that they have often washed their hands of dropouts, and that too many minority youth have been herded into vocational programs without regard for their aptitudes and interests.

Another persistent criticism of vocational education is that it discriminates against females by preparing them primarily for low-paying, low-status occupations. Despite the many provisions in the federal legislation intended to promote sex equity, a recent unpublished study by federal education officials says overt sex bias and discrimination are still common. Females still make up more than 80 percent of the students in business, health and home economics programs, while male students continue to dominate trade and industrial programs.

These accusations may be valid, to some extent. On the other hand, many minorities and disadvantaged people may be missing a chance to learn marketable skills when vocational programs are unavailable or inadequate. Minority businesses mandated to receive 10 percent of all contracts under a federal public works program are complaining about a shortage of black skilled and semi-skilled workers, particularly in the west and north. With unemployment so high, such opportunities should not be wasted.

The solution to these problems is not to rule out vocational education for women and minorities, but to bring community pressure to bear so these groups can enter high-paying, skilled occupations by this route. CBOs and neighborhood groups can help sensitize school personnel to their responsibility to serve minorities, women and the disadvantaged. Through their work at the national, state and local levels, they can call not simply for *more* vocational education, but for *better* vocational education.

**1981 Reauthorization**

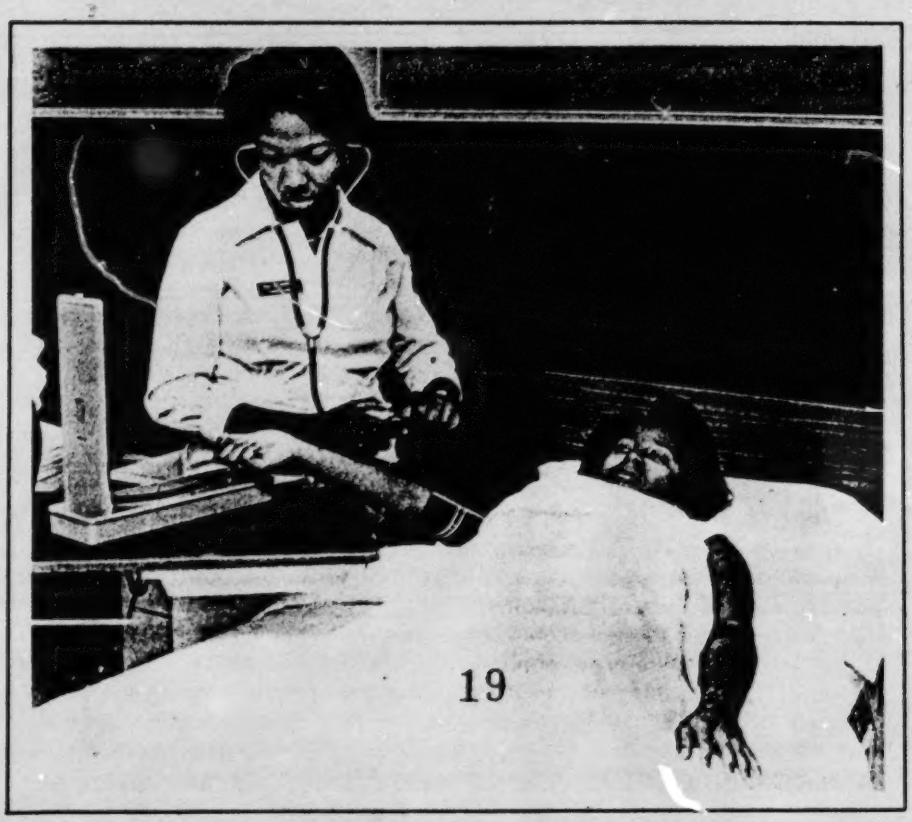
The vocational education legislation will be up for reauthorization in 1981. CBOs should express their views when hearings are held during 1980 to review the performance of vocational education and to consider changes in the legislation.

As mentioned in the introduction, the federal contribution to vocational education for disadvantaged people is crucial to the quality of services for this group. CBOs, therefore, have a responsibility to see that the vocational education funds for the disadvantaged are used as effectively and efficiently as possible. They can also insist that the sex equity provisions in the federal legislation be strengthened, perhaps through providing financial incentives for schools to institute effective practices and programs.

The financing of vocational education will be another important issue in the 1981 reauthorization. One proposal is to give block grants to the states, which would give them more discretion in the use of funds. The danger in this approach is that a state board could choose not to provide certain services—such as aid to the disadvantaged and to women—that now are mandatory.

Another idea is to channel funds directly to localities, as is done currently with revenue sharing programs. The effect of such a step would be to give the governments of cities and other local units the major administrative role in spending federal funds for vocational education.

Federal policy is important, but what happens at the local level counts most. Strategies for influencing local programs and policy appear in the next section.



## 5. COMMUNITY INVOLVEMENT IN THE SCHOOLS

Community-based organizations can exert a great deal of influence on local education policy and programs to ensure that urban minorities, poor people and women have access to high-quality vocational programs.

To find out how the state boards are spending vocational education funds, CBOs should obtain copies of the latest five-year plan, annual plan and accountability report from the state director of vocational education (see Appendix B). At the same time, they should obtain copies of the governor's coordination and special services plan to find out how the set-asides for CETA/vocational education linkages are being used. After reviewing the plans and reports, the CBOs should submit their comments to the state board and governor (or employment and training council).

At the local level, CBOs can attend school meetings and talk with local education administrators and boards to find out how vocational programs are being operated and whether the schools are applying for all vocational education funds for which they are eligible. The possibility of using CETA resources should not be overlooked, either. For example, programs for displaced homemakers are mandated both through CETA and vocational education—an educational institution that combines these resources may be able to run a more effective program.

### Advisory Councils

One more important way to have a voice in vocational education programs and policy making is through participation on advisory councils, which exist at the national, state and local levels.

The National Advisory Council on Vocational Education and the state advisory councils are responsible for representing all community interests in setting policy at the national and state levels. More important for most community-based organizations, however, are the local advisory councils, of which there are two kinds: local advisory councils and craft committees.

The craft committees usually consist of industry representatives, who advise vocational education personnel on curricula and equipment for specific occupational fields, so that vocational programs will reflect current industry practices. From a community standpoint, it is essential that this process work, since disadvantaged people who are trained with obsolete equipment or techniques may not be able to find private sector jobs. The private sector representatives on a given craft committee are in the best position to make it successful, but CBOs can contribute by suggesting appropriate industry representatives and urging that the committees play an active role.

The local advisory councils do broad planning and make policy recommendations on vocational programs. By federal law, they are required to include representatives of racial and ethnic minorities.

Vocational advisory councils are sometimes criticized for failing to meet regularly or for rubberstamping decisions already made by vocational administrators and others. If this is true in a given case, representatives of the public should insist that education officials allow the advisory council to function in a more forceful way to respond to community needs, particularly those of economically disadvantaged people.

A CBO representative who does not have the time or opportunity to become a full-fledged member of an advisory council can still make presentations before these bodies.

CBO representatives can also take part on other councils as a means of communicating with vocational educators and other educators. Both CBO representatives and vocational educators must

be included on CETA planning councils and on the new private industry councils (PICs), for example. Another way for CBOs to achieve better communication with educators is to participate in the local Parent-Teacher Association (PTA).

A CBO could also ask a vocational educator to serve on its board of directors, steering committee, or employment and training council. This type of communication could be invaluable in planning employment activities. Before starting a project that involves training dropouts to become oil pipeline welders, for example, a CBO would need to be aware of any similar programs in operation or planned by local vocational institutions.

This type of coordination is useful to the whole community as a means of avoiding waste and duplication of effort. It also assures that a local labor market will not be flooded with an excessive number of applicants trained by several different agencies for the same occupational specialty.

Through effective communication, CBOs can also influence decisions by educators that affect urban disadvantaged people. For example, a CBO may believe that the career guidance and counseling offered by local schools is inadequate. Establishing communications with school administrators and others could be the first step toward gaining the improved guidance and counseling services needed.

**A Community Leader**

New Detroit, Inc. has been a community leader in improving local educational programs. It has been a strong supporter of the Wayne County Community College system, a two-year course designed to upgrade the skills and promotability of minority and female employees. New Detroit's Employment/Economic Action Committee has also surveyed area businesses to explore the feasibility of a four-year upward mobility program at one or more local colleges.

The committee is working with five new specialized vocational/technical centers and employers in related industries to strengthen linkages. To create a unified approach to job preparation and placement and to avoid duplication of services, New Detroit is also coordinating efforts with other agencies such as United Community Services, the Detroit Chamber of Commerce, the City Manpower Department and the National Alliance of Business.

Other activities include working with the city to improve the job opportunity information system and with the schools to establish a system for offering job placement advice to graduating seniors.

A list of key strategies for influencing educational programs and policy making appears on page 23.

**Coordinating Employment Activities**

Many CBOs and neighborhood groups are involved directly in preparing people for work. In such cases, coordination of activities with the schools is essential.

Coordination may take many different forms. At one extreme, the schools and community-based organizations might compete with one another for CETA or other federal funds. At the other, they could run a joint program. An exploration of some of the possibilities follows.

Many community organizations have a long history of operating employment and training programs. Often they are the best organizations for running such programs because they usually have close ties to the community groups—such as welfare recipients and minorities—that CETA is serving. Also, they may be able to start a program more quickly than the educational system can.

In other cases, a school may already have a vocational program in operation or may be willing to make the necessary arrangements to serve school dropouts or other disadvantaged clients. Since the schools already have the resources (staff, materials, equipment, facilities) in place,

they may be able to operate the program more easily and economically.

The public schools can also subcontract with a private nonprofit organization such as a CBO to run a program for which they lack the resources. This may be an economical alternative when there are not enough prospective students to justify setting up a school program or when short-term training is needed. Or a school that wants to apply for CETA funds to run a special program for teen-aged parents (one of the target groups for Title III programs) may be interested in involving local CBOs, which often have expertise in working with this segment of the population.

Alternatively, a CBO operating a CETA program could arrange for local schools to provide vocational education services (in some cases, through a subcontract). Several affiliates of the National Urban Coalition already have such cooperative relationships with local schools. For example, the Philadelphia Urban Coalition organized the Academy of Applied Electrical Science, a "school within a school" sponsored jointly with the school system and the business community.

The program teaches basic and technical skills to disadvantaged urban youth who lack the basic skills necessary to enter the city's regular vocational programs. The teachers and supervisors come from the ranks of the school system's vocational education staff, as well as from business and industry. Academies have also been established for business and office skills and for automotive and mechanical skills.

The Graduate School for Urban Resources and Social Policy, Inc., an affiliate of the National Urban Coalition in San Diego, has worked with local schools to identify students likely to drop out and offered them the opportunity to enter an entrepreneurship program. The students attend their regular vocational and general education classes during the day, but participate in an enrichment program after school hours to receive intensive instruction in business and technical skills. Teachers from a local university provide remedial aid in math and reading skills. The students in the program will eventually start several businesses.

**The Private Sector**

Private businesses are another part of the community that are often involved in vocational programs. Typically, private sector representatives serve on vocational advisory councils, especially the ones concerned with specific occupational areas. Businesses offer on-the-job training to vocational students through cooperative education programs.

In addition, through "adopt-a-school" or "school/business partnership" programs, many businesses are volunteering their staff and other resources to help familiarize students with the working world. The business volunteers introduce students to careers through field trips, presentations, discussions and company tours. A few firms, such as the Baltimore Gas and Electric Company—offer paid work experience to students.

In New Orleans, the Pan American Life Insurance Company conducts mock job interviews once a week with students from a local high school. After taking a critical look at their videotaped performances, the students learn from company employees how to fill out job application forms and what kinds of attitudes and skills employers will expect them to have.

These activities are a good start towards increasing the relevancy of vocational education to the workplace. If the new private industry councils (PICs) mandated under CETA take a strong interest in job training programs for in-school youth, the relationship between the schools and the private sector could become even stronger.

## IMPROVING COMMUNICATION AND COORDINATION WITH THE SCHOOLS

**At the National Level**

1. Become familiar with the vocational education law as amended in 1976 and with the rules and regulations.
2. Write your member of Congress and key committee members in the House of Representatives and the Senate to express your views on the 1981 reauthorization.
3. Find out the names of members of the National Advisory Council on Vocational Education who represent women, the disadvantaged and minorities. Write to those representatives to express your views on improving vocational programs and policy.

**At the State Level**

1. Review the five-year plan, annual plan and accountability report for your state. Check to see whether the allocations of funds are in line with federal mandates, how much money is going to various applicants, whether services for your target groups are sufficient, etc. Send your comments to the state board of vocational education.
2. Visit state board staff responsible for administering your community's funds. Organize a breakfast meeting or other gathering between your organization and the state director of vocational education, the governor or other appropriate state staff to exchange information and make your views known.
3. Review the governor's coordination and special services plan to see how set-asides for CETA/vocational education linkages are to be used. Send your comments to the governor or state employment and training council (CETA).
4. Find out who represents your target groups on the state vocational education advisory council and write those members.

**In Your Community**

1. Talk individually or in small groups to vocational administrators, school principals, local school board members and your representative on the local city council or county board of supervisors.
2. If your organization wants to conduct a joint program with the schools, visit the appropriate school officials or board members. Explain the goals of your organization and what it could contribute to a joint effort.
3. Make sure an appropriate CBO representative is on the local advisory council—or volunteer yourself.
4. Appoint a vocational educator or other school official to your board of directors, steering committee or employment task force.
5. Compare the CETA master plans and annual plans with local plans for vocational education in your community. Do they mesh? If not, encourage both the prime sponsors and the schools to improve coordination.

## Appendix A

### VOCATIONAL EDUCATION APPROPRIATIONS FOR FISCAL YEAR 1980 (JULY 1, 1979—JUNE 30, 1980)

| State | Grand Total | Basic Grants | Program Improvement | Disadvantaged | Consumer and Homemaking | State Planning & Evaluation |
|---|---|---|---|---|---|---|
| Total: | 655,454,027 | 473,396,778 | 113,662,067 | 19,970,271 | 43,432,343 | 4,992,568 |
| Alabama | 13,176,872 | 9,516,897 | 2,284,997 | 401,471 | 873,139 | 100,368 |
| Alaska | 1,165,291 | 841,622 | 202,073 | 35,504 | 77,216 | 8,876 |
| Arizona | 7,352,079 | 5,309,984 | 1,274,922 | 224,001 | 487,171 | 56,001 |
| Arkansas | 7,287,374 | 5,263,251 | 1,263,701 | 222,031 | 482,883 | 55,508 |
| California | 57,062,453 | 41,212,931 | 9,895,181 | 1,738,570 | 3,781,128 | 434,643 |
| Colorado | 8,126,957 | 5,869,634 | 1,409,293 | 247,611 | 538,516 | 61,903 |
| Connecticut | 7,732,911 | 5,585,037 | 1,340,962 | 235,605 | 512,406 | 58,901 |
| Delaware | 1,609,818 | 1,162,679 | 279,158 | 49,048 | 106,671 | 12,262 |
| Florida | 23,990,988 | 17,327,312 | 4,160,269 | 730,954 | 1,589,715 | 182,738 |
| Georgia | 17,303,922 | 12,497,629 | 3,000,667 | 527,213 | 1,146,610 | 131,803 |
| Hawaii | 2,524,148 | 1,823,047 | 437,712 | 76,905 | 167,258 | 19,226 |
| Idaho | 2,929,956 | 2,116,139 | 508,083 | 89,269 | 194,148 | 22,317 |
| Illinois | 28,846,519 | 20,834,183 | 5,002,265 | 878,891 | 1,911,457 | 219,723 |
| Indiana | 16,434,575 | 11,869,749 | 2,849,914 | 500,726 | 1,089,004 | 125,182 |
| Iowa | 8,702,180 | 6,285,085 | 1,509,042 | 265,137 | 576,632 | 66,284 |
| Kansas | 6,888,489 | 4,975,160 | 1,194,531 | 209,877 | 456,452 | 52,469 |
| Kentucky | 11,914,854 | 8,605,414 | 2,066,151 | 363,020 | 789,514 | 90,755 |
| Louisiana | 14,230,127 | 10,277,603 | 2,467,642 | 433,561 | 942,931 | 108,390 |
| Maine | 3,762,728 | 2,717,602 | 652,493 | 114,642 | 249,330 | 28,661 |
| Maryland | 11,645,016 | 8,410,525 | 2,019,358 | 354,799 | 771,634 | 88,700 |
| Massachusetts | 16,700,563 | 12,061,857 | 2,896,039 | 508,830 | 1,106,629 | 127,208 |
| Michigan | 26,532,304 | 19,162,758 | 4,600,958 | 808,382 | 1,758,110 | 202,096 |
| Minnesota | 12,412,980 | 8,965,182 | 2,152,531 | 378,197 | 822,521 | 94,549 |
| Mississippi | 8,639,454 | 6,239,781 | 1,498,165 | 263,226 | 572,476 | 65,806 |
| Missouri | 15,110,805 | 10,913,666 | 2,620,360 | 460,394 | 1,001,287 | 115,098 |
| Montana | 2,618,679 | 1,891,322 | 454,104 | 79,785 | 173,522 | 19,946 |
| Nebraska | 4,833,737 | 3,491,130 | 838,217 | 147,274 | 320,298 | 36,818 |
| Nevada | 1,656,251 | 1,196,215 | 287,210 | 50,462 | 109,748 | 12,616 |
| New Hampshire | 2,658,285 | 1,919,927 | 460,972 | 80,992 | 176,146 | 20,248 |
| New Jersey | 17,800,063 | 12,855,963 | 3,086,703 | 542,330 | 1,179,485 | 135,582 |

| State | Grand Total | Basic Grants | Program Improvement | Disadvantaged | Consumer and Homemaking | State Planning & Evaluation |
|---|---|---|---|---|---|---|
| New Mexico | 4,513,806 | 3,260,063 | 782,738 | 137,526 | 299,098 | 34,381 |
| New York | 46,397,828 | 33,510,485 | 8,045,832 | 1,413,642 | 3,074,458 | 353,411 |
| North Carolina | 19,068,911 | 13,772,378 | 3,306,734 | 580,989 | 1,263,563 | 145,247 |
| North Dakota | 2,216,295 | 1,600,703 | 384,327 | 67,526 | 146,858 | 16,881 |
| Ohio | 32,088,418 | 23,175,621 | 5,564,442 | 977,664 | 2,126,274 | 244,417 |
| Oklahoma | 9,012,525 | 6,509,229 | 1,562,859 | 274,592 | 597,197 | 68,648 |
| Oregon | 6,979,099 | 5,040,602 | 1,210,243 | 212,638 | 462,456 | 53,160 |
| Pennsylvania | 33,828,189 | 24,432,157 | 5,866,135 | 1,030,672 | 2,241,556 | 257,669 |
| Rhode Island | 2,815,355 | 2,033,369 | 488,210 | 85,778 | 186,554 | 21,444 |
| South Carolina | 10,684,740 | 7,716,974 | 1,852,837 | 325,541 | 708,003 | 81,385 |
| South Dakota | 2,497,174 | 1,803,565 | 433,034 | 76,084 | 165,470 | 19,021 |
| Tennessee | 14,637,731 | 10,571,992 | 2,538,324 | 445,980 | 969,940 | 111,495 |
| Texas | 40,095,370 | 28,958,582 | 6,952,925 | 1,221,619 | 2,656,838 | 305,406 |
| Utah | 4,650,075 | 3,358,482 | 806,368 | 141,678 | 308,128 | 35,419 |
| Vermont | 1,705,950 | 1,232,110 | 295,828 | 51,977 | 113,041 | 12,994 |
| Virginia | 16,195,861 | 11,697,340 | 2,808,519 | 493,453 | 1,073,186 | 123,363 |
| Washington | 10,289,690 | 7,431,651 | 1,784,332 | 313,505 | 681,826 | 78,376 |
| West Virginia | 5,908,892 | 4,267,653 | 1,024,659 | 180,031 | 391,541 | 45,008 |
| Wisconsin | 14,752,772 | 10,655,080 | 2,558,273 | 449,485 | 977,563 | 112,371 |
| Wyoming | 1,224,782 | 884,590 | 212,389 | 37,316 | 81,158 | 9,329 |
| Dist. of Columbia | 1,726,882 | 1,247,228 | 299,458 | 52,614 | 114,428 | 13,154 |
| Puerto Rico | 11,182,322 | 8,076,349 | 1,939,123 | 340,701 | 740,974 | 85,175 |
| American Samoa | 200,001 | 144,449 | 34,682 | 6,094 | 13,253 | 1,523 |
| Guam | 357,938 | 258,518 | 62,070 | 10,906 | 23,718 | 2,726 |
| No. Mariana Islands | 200,001 | 144,449 | 34,682 | 6,094 | 13,253 | 1,523 |
| Trust Territory | 320,311 | 231,342 | 55,545 | 9,759 | 21,225 | 2,440 |
| Virgin Islands | 252,731 | 182,533 | 43,826 | 7,700 | 16,747 | 1,925 |

## Appendix B
### STATE DIRECTORS OF VOCATIONAL EDUCATION

*States*

State Director
Vocational Education
State Office Building, Rm. 887
State Department of Education
Montgomery, **Alabama** 36130
(205) 832-3364

State Director
Vocational Education
State Department of Education
Alaska Office Building—Pouch F
Juneau, **Alaska** 99801
(907) 465-2980

Director
Vocational Education
State Department of Education
1535 West Jefferson Street
Phoenix, **Arizona** 85007
(602) 255-5358

Associate Director for Vocational, Technical and Adult Education
State Department of Education
State Education Building
Little Rock, **Arkansas** 72201
(501) 371-2165

State Director
Vocational Education
State Department of Education
721 Capitol Mall
Sacramento, **California** 95814
(916) 445-3314

State Director
Vocational Education
207 State Services Building
Denver, **Colorado** 80203
(303) 839-3071

Associate Commissioner and Director
Division of Vocational Education
State Department of Education
Box 2219
Hartford, **Connecticut** 06115
(203) 566-7546

State Director
Vocational Education
State Department of Public Instruction
P.O. Box 1402
Dover, **Delaware** 19901
(302) 678-4638

Assistant Superintendent
Career Development Programs
State Department of Education
Presidential Building
415 Twelfth Street, N.W., Rm. 904
**Washington, D.C.** 20004
(202) 724-4178

Director
Division of Vocational, Technical Education
State Department of Education—Collins Building
Tallahassee, **Florida** 32304
(904) 488-8961

Assistant Superintendent of Schools
Office of Adult and Vocational Education
312 State Office Building
Atlanta, **Georgia** 30334
(404) 656-6711

State Director of Vocational Education
THROUGH: Executive Officer
State Board for Vocational Education
2444 Dole Street
Honolulu, **Hawaii** 96822
(808) 948-7461

State Administrator
Vocational Education
State Board for Vocational Education
Len B. Jordan Building
650 W. State Street
Boise, **Idaho** 83720
(208) 384-3210

Assistant Superintendent
Adult, Vocational, and
Technical Education
Illinois Office of Education
100 North First Street
Springfield, **Illinois** 62777
(217) 782-4870

State Director of Vocational
Education
State Board of Vocational
and Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, **Indiana** 46204
(317) 232-1814

State Director
Career Education
State Department of Public
Instruction
Grimes State Office Building
Des Moines, **Iowa** 50319
(515) 281-4700

State Director
Vocational Education
State Department of Education
120 East 10th Street
Topeka, **Kansas** 66612
(913) 296-3951

Acting Assistant Superintendent
for Vocational Education
State Department of Education
Capitol Plaza Tower, 20th Floor
Frankfort, **Kentucky** 40601
(502) 564-4286

Assistant Superintendent for
Vocational Education
State Department of Education
P.O. Box 44064
Baton Rouge, **Louisiana** 70804
(504) 342-3524

Associate Commissioner
Vocational Education
State Department of Educational
and Cultural Services Education
Building
Augusta, **Maine** 04333
(207) 289-2621

State Director
Vocational Education
State Department of Education
Baltimore-Washington Int'l Airport
P.O. Box 8717
Baltimore, **Maryland** 21240
(301) 796-8300

Associate Commissioner for
Occupational Education
State Department of Education
31 St. James Avenue
Boston, **Massachusetts** 02116
(617) 727-5740

State Director
Vocational-Technical Education
Service
Michigan Department of Education
P.O. Box 30009
Lansing, **Michigan** 48909
(517) 373-3373

Assistant Commissioner
Division of Vocational-Technical
Education
State Department of Education
Capitol Square Building
St. Paul, **Minnesota** 55101
(612) 296-3994

State Director
Vocational and Technical Education
State Department of Education
P.O. Box 771
Jackson, **Mississippi** 39205
(601) 354-6980

Assistant Commissioner and Director
of Vocational Education
State Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, **Missouri** 65101
(314) 751-2660

Director/Administrator
Vocational Education
Office of Public Instruction
Rm. 106, State Capitol
Helena, **Montana** 59601
(406) 449-3126

Assistant Commissioner
Vocational Education
State Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, **Nebraska** 68509
(402) 471-2435

Director
Vocational-Technical and
Adult Education
State Department of Education
400 West King Street
Carson City, **Nevada** 89710
(702) 855-5700

Chief, Division of Vocational
Technical Education
State Department of Education
105 Loudon Road
Concord, **New Hampshire** 03301
(603) 271-2721

Assistant Commissioner of Education
Division of Vocational Education
State Department of Education
225 West State Street
Trenton, **New Jersey** 08625
(609) 292-6340

State Director
Vocational Education
State Department of Education
State Education Building
Santa Fe, **New Mexico** 87503
(505) 827-3150

Assistant Commissioner for
Occupational and Continuing
Education
State Department of Education
99 Washington Avenue
Rm. 624, Turn Tower Building
Albany, **New York** 12230
(518) 474-3981

State Director
Division of Vocational Education
Department of Public Instruction
Raleigh, **North Carolina** 27611
(919) 733-7362

Director
State Board of Vocational Education
State Office Building
900 East Boulevard
Bismarck, **North Dakota** 58505
(701) 224-2259

Executive Director
Vocational and Career Education
and School Food Service
907 Ohio Departments Building
65 South Front Street
Columbus, **Ohio** 43215
(614) 466-3430

Director
State Department of Vocational-
Technical Education
1515 West Sixth Avenue
Stillwater, **Oklahoma** 74074
(405) 377-2000

State Director
Vocational Education
State Department of Education
942 Lancaster Drive, N.E.
Salem, **Oregon** 97310
(503) 378-3584

State Director
Vocational Education
State Department of Education
Box 911
Harrisburg, **Pennsylvania** 17126
(717) 787-5530

Director
Vocational Education
State Department of Education
Roger Williams Building, Room 222B
22 Hayes Street
Providence, **Rhode Island** 02908
(401) 277-2691

State Director
Vocational Education
State Department of Education
Rutledge Building—Senate Street
Columbia, **South Carolina** 29201
(803) 758-3101

State Director
Division of Vocational-Technical Education
State Department of Education
State Office Building #3
Pierre, **South Dakota** 57501
(605) 224-3423

Assistant Commissioner
Vocational and Technical Education
State Department of Education
Room 200, Cordell Hull Building
Nashville, **Tennessee** 37219
(615) 741-1716

Associate Commissioner
Occupational Education and Technology
Texas Education Agency
201 East 11th Street
Austin, **Texas** 78701
(512) 475-2585

State Director
Division of Vocational and Adult Education
State Board of Education
250 East, 500 South
Salt Lake City, **Utah** 84111
(801) 533-5371

State Director
Vocational Education
State Department of Education
State Office Building
Montpelier, **Vermont** 05602
(802) 828-3101

Administrative Director
Vocational and Adult Education
State Department of Education
Richmond, **Virginia** 23216
(804) 786-2657

Executive Director
Commission for Vocational Education
State of Washington, LS-10
Olympia, **Washington** 98504
(206) 753-5662

State Director
Vocational Education
State Office Building 6, Room B221
1900 Washington Street East
Charleston, **West Virginia** 25305
(304) 348-2346

State Director
State Board of Vocational, Technical and Adult Education
Hill Farms State Office Building
4802 Sheboygan Avenue—7th Floor
Madison, **Wisconsin** 53702
(608) 266-1770

State Director
Vocational Programs
State Department of Education
Hathaway Building
Cheyenne, **Wyoming** 82001
(307) 777-7411

*Territories*

Director of Vocational Education
Department of Education
Pago Pago, **American Samoa** 96799

Director for Vocational Education
P.O. Box 23069
Main Postal Facility
Guam, **Commonwealth Marianas** 96921

Director of Vocational Education
Office of Education
Government of Northern Mariana Islands
P.O. Box 9
Saipan, **Northern Mariana Islands** 96950

Assistant Secretary of Vocational Technical and High Skill Education
Commonwealth Department of Education
Hato Rey, **Puerto Rico** 00919
(809) 753-9128

Director of Vocational Education
Department of Education
Trust Territory of the
Pacific Islands
Saipan, **Commonwealth Marianas**
96950

Director
Vocational Education
Insular Department of Education
Box 630
Charlotte Amalie
St. Thomas, **Virgin Islands** 00801
(809) 774-3046

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**Appendix C**
**RESOURCES**

**American Vocational Association**
2020 N. 14th St.
Arlington, VA 22201
(703) 522-6121
*Publishes* VocEd *(monthly magazine),* Update *(monthly newspaper) and numerous special publications.*

**Capitol Publications, Inc.**
Suite G-12
2430 Pennsylvania Ave., N.W.
Washington, D.C. 20037
(202) 452-1600
*Publishes* Manpower and Vocational Education Weekly *and* Education and Work *(weekly newsletters).*

**Conference of Mayors of the United States**
CETA/Vocational Education Program
1620 Eye St., N.W.
Washington, D.C. 20006
(202) 293-7596
*Conducts conferences and distributes information on CETA/vocational education coordination.*

**National Advisory Council on Vocaional Education**
Suite 412
425 13th St., N.W.
Washington, D.C., 20004
(202) 376-8873
*Produces papers on issues in vocational education.*

**National Association for the Advancement of Black Americans in Vocational Education**
Attn: Ada Shotwell, Membership Secretary
State Technical Institute
5983 Macon Cove
Memphis, Tenn. 38184
(901) 372-2080
*Promotes greater participation in vocational education by black Americans and other minorities.*

**National Association of State Boards of Education**
526 Hall of the States
444 N. Capitol St., N.W.
Washington, D.C. 20001
(202) 624-5845
*Operates a career education project and a CETA/youth employment project.*

**National Center for Research in Vocational Education**
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655
*Provides extensive information on vocational education through the ERIC Clearinghouse on Adult, Career and Vocational Education.*

**National Governors Association**
NGA/Education Consortium
444 N. Capitol St.
Washington, D.C. 20001
(202) 624-5300
*Provides information on ways the CETA and vocational education systems can be brought together.*

**National Institute of Education**
Vocational Education Study Project
Room 714H
1200 19th St., N.W.
Washington, D.C. 20208
(202) 254-8897
*Produces papers and other informational materials in relation to federally mandated study.*

**National Urban League**
Education and Career Development Cluster
500 E. 62nd St.
New York, N.Y. 10022
(212) 644-6500
*Offers information about local affiliates involved in vocational education activities.*

The National Urban Coalition

The National Urban Coalition's Community-Wide Employment Project produced this publication under a contract with the U.S. Department of Labor. Points of view expressed do not necessarily represent the official position of the Department of Labor.

Toni H. Lydecker, writer/editor, researched and wrote the guide, under the direction of Thomas M. Snedden, project director. Elizabeth Neelambram, executive secretary, assisted in the production of the guide. Joyce Fitzpatrick Hartley designed the publication.

We would like to thank the American Vocational Association for providing all the photographs.